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BOOK REVIEWS

The Evolution of the Educational Ideal. By MABEL IRENE EMERSON. Boston: Houghton, Mifflin Co., 1914. Pp. x+185. \$1.00 net, postpaid.

In 1905 Paul Monroe published his epoch-making *Textbook in the History of Education* which contained almost 800 pages. In the opening sentence of his preface he said: "This volume, while not pretending to be an exhaustive history of the subject, aims to give more than a superficial outline containing a summary of trite generalizations."

Emerson's *Evolution of the Educational Ideal* is a reversion to the type of textbooks in the history of education published before Monroe's and characterized in the last phrases of the sentence quoted from his preface. Emerson's book is perhaps the most attenuated summary of a long period that we have. It covers the whole time from ancient oriental education to the present in 185 pages. Chinese education is treated in four pages; education in India in three; Persian education in three; education among the Hebrews in three; Egyptian education in five; Greek education in eleven; Roman education in seven; and so on. In the treatment of individuals in the modern period we find one-half page devoted to Rabelais; one page to Montaigne; four pages to Bacon and Comenius; four pages to Locke; and twenty-one pages to the movement represented by Rousseau, Pestalozzi, and Froebel. Twenty pages are devoted to education and the state, and twenty-three pages to the American common school.

The book presents a striking contrast to the admirable series of "Riverside Educational Monographs" published by the same firm, in each of which we find an intensive and thorough treatment of one or a few topics. In general, progress in textbook construction has been in the direction of such intensive studies and away from the encyclopedic and superficial discussion of a wide range of topics.

S. C. P.

Health and the School. By FRANCES WILLISTON BURKS and JESSE D. BURKS. New York: D. Appleton & Co. Pp. xviii+393. \$1.50.

The complaint is not infrequently heard that not enough positive data concerning conditions of health are extant and available to warrant present-day dogmatizing on standards of public hygiene, safety, and efficiency. On the other hand, it is admitted by all that judicious publicity of such facts as are known is the necessary first step toward human conservation and the most vital stimulus for further care and study of deterrent and vicious influences.

In no realm of life does this bear with such fitness as on the conditions of living that obtain in modern school life. The authors of this book, *Health and the School*, have succeeded with singular aptness and directness in presenting a much-discussed topic in a form easy to read, to comprehend, and to apply. The object or aim, as outlined, is indicated in the following: "This book sets forth the health problems which must be met in every school and family, and furnishes a working program for parents, school boards, and boards of health." The material is presented in the form of conferences on school-health problems by representative teachers and parents, a wise physician, a trained social worker, as well as a practical and successful business man.

All this takes its setting in four parts or divisions of the book somewhat naturally presented under the headings: "The Breakdown of the School in Its Health Program"; "The Opportunity of the School for Promoting Health"; "A Program of Child Hygiene"; "Socialized Health: A Forecast." Dipping into this more in detail one finds many most interesting topics worthy of mention and re-reading, wherein are evoked many critical questions that are bound to be called out by progressive thinkers on problems of this character, and in turn where one finds the best answers that the several groups of workers in the conference can give, each from his own point of view and information.

The style is a sort of formal conversation, the range of topics is sufficiently wide and varied to coax and sustain the reader's attention, and, perhaps most important of all, there is affixed a summary of suggested readings—books, articles, bulletins, and reports—all of which are selected with more relevancy to the central topics and with more felicity in detail than is provided in any other book of similar character.

D. P. MACMILLAN

DEPARTMENT OF CHILD-STUDY
CHICAGO PUBLIC SCHOOLS

Petite phonétique comparée des principales langues européennes. Par PAUL PASSY. Leipzig-Berlin: B. G. Teubner, 1913. Pp. iv+145.

Mr. Passy's *Petite phonétique comparée*, now at hand in a second, revised edition, needs no reintroduction to the teachers of phonetics in American colleges and universities, who are well aware of the high character and authority of the book.

It may, however, not be out of place to call to it the attention of the teachers of modern languages in secondary schools who, desiring to insure a good pronunciation for their pupils, will find Mr. Passy's book an invaluable handbook and guide with which to broaden and deepen out of their own knowledge the usually rather perfunctory phonetical introductions of the elementary modern-language textbooks.

It seems safe to say that nowhere else is so much exact, reliable, pertinent information concerning the sounds of different languages and the habits of